

## The Panel

- Lynn Bartlett, SJUSD Distance Learning Coordinator and OTAN Consultant
- Katherine Crawford, Distance Learning Coordinator at Elk Grove Adult and Community Education and Adjunct Professor at American River College
- Kara Rosenberg, Principal, Palo Alto Adult School
- Marian Thacher, Director, OTAN

## Agenda

- Overview of Distance Learning
- Is Distance Learning Appropriate for ESL?
- Curriculum – what works?
- Delivery Models – How do you do it?
- Professional Development – How can you learn more?



## About the Handout

- It's just a security blanket
- Everything you need is on the wiki
- [CATESOLDLpanel.wikispaces.com/](http://CATESOLDLpanel.wikispaces.com/)



## Overview of Distance Learning

Kara Rosenberg, Principal, Palo Alto Adult School



Photo: Plus45 at <http://www.flickr.com/photos/plus45/1488506180/>

## Introduction

- 1995 CATESOL position statement on Distance Education
  - Program Design
  - Instructional Personnel
  - Professional Development
  - Assessment

## Program Design

- ESL specialists must participate in program design
- The technology and delivery system must be appropriate for the course goals.
- ESL learners must interact in English in situations that require authentic, meaningful communication.
- Learners must have regular and ongoing feedback on their use of the language from a qualified ESL professional.

## Distance learning statistics

- 3,077,000 students in 2000-2001\*
- 18.3 million by 2013\*
- 37% of school districts in 2004-5 had students enrolled in DL\*
- DL higher ed enrollments are increasing by 17% per year ❖

\* National Center for Education Statistics  
❖ Sloan Foundation: Learning on Demand 2009

## Distance Learning in Higher Ed

- Fall 2004 enrollment grew by 2.1% while DL enrollment grew by 23% over the previous year
- Fall 2008 enrollment grew by 1.2% while DL enrollment grew by 16.9% over the previous year
- Fall 2008 DL enrollment was 25.3% of total enrollment

## Adult Education DL Statistics\*

- 32 % of AE students have participated in DL (2004-5)
- More males use DL although fewer males participate in AE
- Participation rates are higher for those who have completed high school
- Hispanic and white students make the least use of DL

\* National Center for Education Statistics

### What Problems does DL Solve?

- Access expands to meet learner needs (family, work, childcare)
- Capacity alleviated
- Cost reduced
- Market opportunities emerge
- Institution adapts to new technology

### Learning Outcomes

Online outcomes compared to face-to-face

	2003	2009
Superior	0.6%	2.1%
Somewhat superior	11.7%	12.4%
Same	44.9%	53.0%
Somewhat inferior	32.1%	23.0%
Inferior	10.7%	9.5%

### Persistence in Adult DL

- Individual characteristics (age, gender, educational level) don't matter.\*
- Learners with family or organizational support stay in their programs longer.
- Dropout could be offset by building appropriate design factors into the curriculum.

\*Park and Choi 2009

### Design Factors that Increase Persistence

- Relevance to the learner's situation.
- Application of new knowledge to real life .
- Ongoing feedback of satisfactory progress.
- Active participation.

### Does Distance Learning Work for ESL?

Lynn Bartlett, Distance Learning Coordinator, San Juan Unified Adult Education



Photo: Goldy fk at <http://www.flickr.com/photos/goldy/147842989/>

### Why Use Distance Learning with Adults?

- Potentially can serve **more** learners
- Interesting curriculum
- Stimulates higher-order thinking
- Uses multiple senses in learning
- Addresses **learner needs** as knowledge and technology change
  - Self-paced
  - Convenient
  - Individualized



### Distance Learning Lessens Student Barriers

- Work hour conflicts
- Child care issues
- Transportation/distance
- Learner pace and opportunities to review
- Confidence/comfort issues
- Full classes
- Health or age issues



### Who are distance learners?

- **56,239 learners**
- 65% are female
- 28% are 21-30 years
- 27% are 31-40 years
- 20% are 41-50 years
- 95% are ESL students

2007-08 WIA Title I | CASAS data



### Primary Goals of Distance Learners

42,139 seek to improve English skills  
 8,000 work to improve basic skills  
 1,000 are interested in GED/HS diploma  
 2,200 list personal or family goal  
 1,100 seek US citizenship  
 1,000 are seeking a job or improving it

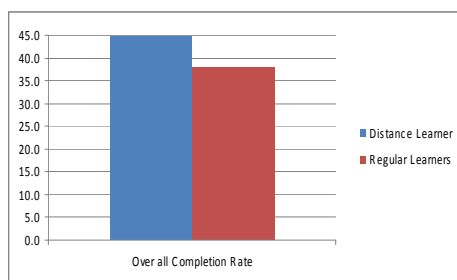
CASAS 2007-2008 data

### Primary languages/Years of School

- |                    |               |
|--------------------|---------------|
| • 71 % Spanish     | 25% 6 or less |
| • 8% Chinese       | 23% 7-9       |
| • 3% English       | 48 % 10-16    |
| • 2.5 % Korean     | 2.7% above 16 |
| • 2.2 % Vietnamese |               |
| • 12.6% Other      |               |

CASAS 2007-2008 data

### ESL Programs CASAS 2008



### LAUSD & SJUSD conduct several CASAS-based studies:

- Comparing DL-only students, blended students & classroom-only students.
- DL-only students scored, on average, as well or better than classroom-only students.
- Blended students scored the highest overall.

### Comparing ESL average reading gains for regular, distance, and blended learners



### Effectiveness

- Research indicates that the instructional format itself has little effect on learner achievement as long as the delivery technology is appropriate to the content being offered and all participants have access to the same technology.



### Distance Learning Venues

- Classroom and classroom supplement
- Learning centers
- Community centers
- Workplace
- Home
- Virtual classroom
- K-12 campuses for specific Adult programs
- Churches
- Restaurants
- Factories
- Casinos
- Libraries
- Apartment complexes
- Recreation centers
- Clinics
- Businesses

### Importance of Instructor

- Communication is vital
- Never give up
- Make it easy for students to stay involved
- Encourage students to share information about your program with others; they are your best ambassadors.
- The role of the instructor cannot be overstated in distance learning for adult basic learners.
  - Face to face
  - Remote — phone, snail mail, computer
  - Who initiates contact — instructor, learner, or both?

### Improving Persistence

- Set clear goals and expectations
- Develop a clear assignment and orientation process
- Make learners aware of choices and ability to transfer to DL at a later date
- Test blended learning for motivated learners

### Improving Persistence

- Make extra efforts to conduct CASAS post testing
- Make learning more engaging — add Internet lab opportunities, small group activities, simulations
- Offer DL options until there are class openings
- Alternative instructional strategy

## Distance Learning Popular and Emerging Approaches

- DVD/workbook checkout
- Audio cassettes/CDs
- Laptop computers with computer assisted instruction
- Internet learning materials
- Tele-courses with staff support
- Email accounts for learners
- User-created content
- Social networking
- Virtual environments
- Course and learning management systems
- Ultra portable PCs and personal digital devices

## Distance Curriculum for ESL

Marian Thacher, Branka Marceta, OTAN



Photo: The Consortium at <http://www.flickr.com/photos/the-consortium/4504474164/>

## DL ESL Curriculum + Hours

- ESL Curriculum most frequently used by agencies for distance learning
- Reviewed by DL teachers
- Posted on the DL application site
- Citizenship materials from Kay Johnson at Jefferson Adult Division, Daly City

## Delivery Models



## Video Check-Out

- Video checkout by appointment
  - 1 or 2 students meet weekly with a teacher
  - 30 minute appointments
  - Teacher reviews work and addresses student questions
  - Students take home a new video/dvd and materials



## Video Check-Out

- Assessment in video checkout
  - CASAS test every 8 meetings
  - Mid-term and Final
  - Greater CASAS gains than just classroom program
  - A few students leave after one or two appointments
  - Most students persist through a post-test
  - A small percentage persist through a mid-term or final

## Online Distance Learning

- Who are our students?
  - from our DVD checkout program
  - from the face-to-face classes
  - sometimes online only
- U.S.A. Learns & Moodle
  - [usalearns.org/teacher](http://usalearns.org/teacher)
  - [usalearns.org/class](http://usalearns.org/class)
  - [moodle.otan.us](http://moodle.otan.us)



## Online Distance Learning Orientation

- U.S.A. Learns
  - This is the “textbook”.
    - free option for any student
    - teacher-supported option for a fee
- Moodle
  - This is the “classroom”.
- One-on-one orientations
  - a handout with passwords and instructions



## Online with U.S.A. Learns

- 3 online courses
  - Beginning-high ... 1<sup>st</sup> English Course
  - Intermediate-low ... 2<sup>nd</sup> English Course
  - Intermediate-high ... Practice English and Reading



## Online with U.S.A. Learns Videos

- high-quality
- high-interest
- with the option to read the script

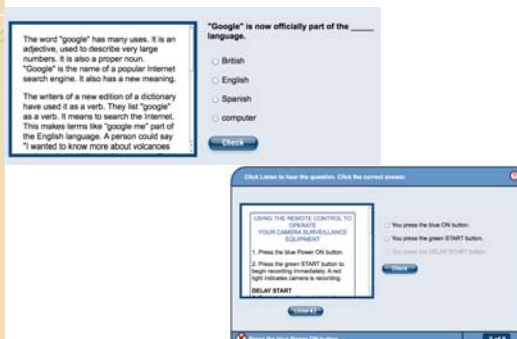


## Online with USAL Vocabulary

- Many activities, including spelling and pronunciation
  - for example, Say It! activities allow students to record and play back their own pronunciation



## Online with U.S.A. Learns Reading & Life Skills Activities



## Online with U.S.A. Learns Writing Assignments & Teacher Comments

- Students get grades & feedback online

## Online with Moodle

- Adapt it as you please!

## Online Community with Moodle

- Helping you build an online student community
  - Sending messages
  - Seeing classmates online
  - Chatting
  - Writing on a discussion board

## Online Activities with Moodle

- Links
- Activities
- Quizzes
  - automatic scoring

## Tele-courses

- Develop partnerships with other school programs (Media Arts, ROP)
- Find out if your local cable provider offers public access programming
- Explore available programming
- Select "brave" teachers
- Develop strategies for marketing, enrollment, student assessment and curriculum delivery



## Live class wrap- around video

- Video adds interest
- Uses authentic English
- Models context for acquired language use
- Pre-produced video series have coordinated curriculum
- Pre-teach vocabulary & idioms
- Introduce life skill
- View video
- Video comprehension
- Grammar lesson & practice
- Special skill practice

## Professional Development



## Professional Development Resources via Teach Online California!

- [teachonlineca.pbworks.com](http://teachonlineca.pbworks.com)
- created by OTAN to make information about affordable, convenient face-to-face & online resources available for online and potential online educators
- Editable so that you can add your own resources, ideas, links, etc.



## Professional Development at [teachonlineca.pbworks.com](http://teachonlineca.pbworks.com)

### Welcome to "Teach Online California!"

Use this wiki to find resources and information on the topic of online teaching and learning. If you have resources, ideas, links or publications you think would help your fellow educators become better online teachers, provide them here! Use the links below to access current resource pages, and add your information under the appropriate topic.

Main Topic Areas: (Click on them to go to that resource page.)

[Samples of guidelines/standards and recommendations for successful online teaching.](#)  
[Necessary skills for online teachers and students \(self assessment tools\)](#)  
[Introduction to teaching online \(classes/workshops/resources\)](#)  
[Building Student Communities/Collaboration online \(classes/workshops/resources\)](#)  
[Online teaching through Course management systems \(Moodle & others\)](#)  
[Online teaching via specific online curriculum \(USA, Europe & others\)](#)  
[Enhance your own technology skills to improve your online teaching \(classes/workshops/resources\)](#)  
[Transitioning your F2F Course to Online/Hybrid/Blended Course Design](#)

## Online DL Workshops

- Lynn is offering 3 online webinars on how to get started or to maintain your distance learning program
  - April 27
  - May 25
  - Sept. 8
- Register at [www.CAAAdultEdTraining.Org](http://www.CAAAdultEdTraining.Org)

## Distance Teaching Self-Assessment

- [www.AdultEdOnline.org](http://www.AdultEdOnline.org)
- Instruction
- Communication
- Student Support
- Curriculum
- Course Development
- Personal Characteristics
- Recruitment
- Intake and Orientation

## Distance Teaching Self-Assessment



## Teaching ESL Online

- Moodle for Second Language Teaching
  - Jeff Sanford, not free, but downloadable
- Using the Glossary to create a 'Word of the Day'
- Using a chat session transcript to review grammar points
- Creating a cloze online
- Using Questionnaire to explore texts

## Technology Mentoring

- One-on-one
- Focus on precise teacher need
- Give time to practice
- Reinforce a week or two later



## Thank you!

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